

BEC2 考试丛书

剑桥国际商务英语

International Business English

〔英〕 Leo Jones and Richard Alexander 著

教师用书

Teacher's Book

BEC



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[英]Leo Jones and Richard Alexander 著

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出版说明

剑桥商务英语证书(BEC)考试是由英国剑桥大学考试委员会推荐、国家教委考试中心承办的权威性考试。该考试每年 5 月和 11 月举办两次,94 年 11 月将在全国 40 多个城市同时举办 BEC 1 和 BEC 2 两种级别的考试。由剑桥大学签发的 BEC 2 级证书可在各类经济部门、特别是涉外经济部门和“三资”企业招聘、选拔中高层管理人员时作为英语能力的权威性证明。

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本书是 BEC 2 考试的学习补充教材,根据剑桥大学出版社 1989 年第 1 版,1993 年第 5 次印刷的《International Business English》(Teacher's Book)而印制。全书共设 15 个单元,对《Student's Book》中的每一个单元的课程都进行了具体详细的讲解、提供必要的商务背景知识和教程中每一课程中的语音部分的文字材料及答案。因此,本书对教师教学和学生自学都有很好的帮助。

Thanks

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Introduction

About the course

International Business English is a course in communication skills in English for intermediate and more advanced students who need, or will soon need, to use English in their work. There are 15 units, each centred around a different business situation, designed to involve students in a variety of task-oriented 'integrated activities'. The situations reflect the kind of standard business practice that most students of business English are likely to encounter in their working environments.

We have called this course *International Business English* because English is the major means of communication between business people in different countries. This may involve a Swede talking to a German, a Japanese talking to an Italian and not just foreigners talking to British and American people. As there is no international standard form of English, we have incorporated both British and American usage into the book. The cassettes include recordings of a very wide variety of different speakers, not all of whom are native speakers of English.

The standard business situations covered in the course are ones that are common to all businesses. We have ensured that even in an activity that seems to focus on a special skill like, for example, taking an order over the phone, the kind of language practice that students are getting will also be relevant and useful to students who are less likely to need to use the phone in this particular way. Similarly, in role plays that involve buying and selling (a central part of any business), even a student who is a professional salesperson will benefit from playing the role of buyer and seeing a familiar process from a different point of view.

'Business English'

Business English is not a special language – it is simply English used in business situations. If there is a special language of business, it tends to consist of the specialized terms used by, say, freight forwarders or arbitrage dealers. In fact, every trade and every firm has its own jargon and its own ways of doing business. Every department within a company may use its own special terms. This course does not cover this kind of technical or specialist vocabulary, but it does cover the basic business or commercial terms that most business people use in

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the course of their work. Any specialist or technical vocabulary that your students require they will either know already or will have to research for themselves, using a technical dictionary or by consulting colleagues at work. We assume that students already know (or can be relied upon to learn) all the English terms they need to talk about their own firm's product or services. These terms are best learned 'on the job'.

Active focus on business

The emphasis of *International Business English* is on carrying out activities, not just discussing what you would do. Students should be aware that they should be using their judgement, business knowledge and skills as they participate in the activities. In speaking and using English in business settings, students are encouraged to be creative in both their actions and their thoughts. Students will not only be improving their English, adding to their vocabulary and language skills, but actually *using* their English throughout the course. The course thus aims to be both stimulating and motivating.

The course aims to improve students' English so that they can use English effectively and confidently in their work. Using English in business always involves using both business skills and language skills – someone whose English is excellent, for example, may not be able to make a phone call complaining about poor service as effectively as someone who has the appropriate knowledge and experience. Using English in business involves both knowing how to use English and knowing how to do business.

While the course does not presuppose any previous business experience, students who do have work experience are encouraged to apply their business knowledge and experience as they work through the book. In its conception, the course draws on the insights of management training techniques as well as the communicative approach in language learning. Students with less work experience will benefit from the opportunity to practise and rehearse the kinds of business skills required in a wide range of professions and business organizations.

Many sections are devoted to language skills and revision of language points: grammar, punctuation, functions, reading aloud, etc. However, particularly in the integrated activities, students will have the opportunity to sharpen their business and management skills – we have incorporated this element into the course because we want students' work in class to be both challenging and interesting. We believe that students who are using their intelligence, imagination and knowledge, as well as their knowledge of English, are more likely to remain highly motivated throughout a long course. We have also included a lot of discussion in the course – we believe that one of the main benefits

students get from working in a class is exchanging ideas with other students and learning from *each other* – not just sitting attentively, trying to absorb all their teacher's knowledge.

Who the course is for

International Business English is suitable for a wide range of students: from those with no work experience up to managers and executives, and from early intermediate up to more advanced levels. This may seem an extravagant claim, but as so many of the activities are open-ended, students can perform them according to their abilities. As we discovered when the material was piloted, *International Business English* does work in a surprisingly wide range of classes. Of course, the teacher will need to adapt material to suit particular students' needs – this may involve selecting particular activities and leaving out others and it may sometimes involve supplementing this book with material from other sources or with your own material.

International Business English is extremely flexible. It is designed to be used with all kinds of people who need to be able to use English effectively in their work. It can be used with business people who:

- all work in the same field *or* in entirely different fields
- work within the same company *or* in different firms
- are managers *or* who hold more lowly jobs

and with:

- students who are still studying business and who have little or no practical experience of business practice
- people who intend to take an examination in business English (such as the ICC English for Business Purposes examination in Europe, or a London Chamber of Commerce examination).
- people from different walks of life who need to improve their English, and who will appreciate a highly practical and purposeful approach that a 'general English' course may not offer.

How the course is organized

The Student's Book contains 15 units. Units 1 to 4 introduce the basic business skills, Units 5 to 14 are centred on integrated skills, each organized round a different business situation. Units 1 to 14 contain a functions or reading aloud section, a grammar section, a vocabulary section, discussion opportunities and reading and listening material. The way that the different types of section work is explained below.

To complete the material in a typical unit will take about four 90-minute lessons (a total of roughly sixty 90-minute periods). The exact time required depends on the length of the unit and the level of your class. If your class has less time available, you will need to select

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the units and activities that will be most useful for your students. The material is designed to be used selectively in this way.

Unit 15 is different and special: it takes the form of a full-scale simulation and revises the skills introduced and practised in the earlier units. The simulation can be spread over 2 to 4 90-minute lessons. The procedure for the simulation is described in detail in the teaching notes for Unit 15 on page 284. No special equipment or facilities are required for the simulation, but some documents will have to be photocopied from the Teacher's Book and given to selected participants. If you can manage to requisition an extra room for the simulation, the scenario may seem more realistic; if there is another class in your college or institute doing *International Business English* you could arrange to combine the two classes at that stage and use both rooms.

The first four units

These units introduce the 'basic business English skills' that students are expected to have some experience in before they embark on the work in Unit 5 onwards: Talking to people in business, Writing letters, memos and telexes, Using the telephone and Writing reports and notes. These are skills that are fundamental to all business contexts where English is used, and will be practised throughout the course.

Students who already actually use these skills in English in their work will not need to spend so long on these units as students with less experience of using English at work. We recommend, however, that *all* students should do some of the work in these units – it will help to refresh their minds about the skills they use and build up confidence for the more demanding activities they will be doing in later units. If your students are finding a particular section in the first four units very easy, or if you anticipate that they will, we recommend that they do the section quickly rather than leave it out altogether. If your students are having difficulty with a particular basic business English skill in a later unit, you may decide to return to one of the first four units to do some remedial work.

The first four units also contain grammar, vocabulary and functions or reading aloud sections that all students need to cover. These should not be omitted.

Types of activities and exercises

In *International Business English*, the various language skills are integrated into task-directed and communicative activities, wherever possible. In many of the speaking, writing, reading and listening activities students are expected to work together in pairs or groups. They are encouraged to play roles and to co-operate purposefully in solving a problem or performing a task.

Integrated activities


In these activities a variety of skills are used: for example, after reading a short text, students listen to a recorded phone message, discuss what they should do and then role-play a telephone call or draft a letter, fax or telex, and then receive further information which will lead to further discussion, role playing or writing.

These activities contain tasks that are similar to the kind of tasks students will have to perform in business life, where they will be using a wide range of skills (language skills as well as business skills and knowledge) to operate effectively in English.

Each SECTION is subdivided into several STEPS (A, B, C and so on) and sometimes the steps are themselves divided into smaller steps (1, 2, 3 and so on). A recommended procedure for each activity is given briefly in the Student's Book and, in more detail, in the Teacher's Book. If you decide to diverge from this procedure and skip a step, for example, make sure that everyone is fully aware of what they have to do and what step you're asking them to ignore.


A real life setting involves very detailed knowledge of the product, circumstances and personalities involved – the scenarios we have used are deliberately general and idealized, so that they can be swiftly understood and then discussed and dealt with. Any missing information that students request for the case or the activity may have to be sorted out by mutual agreement before work starts. We can't supply a full set of recent sales figures, complete customer files or personnel records! But in real life such information would be available *plus* a whole range of other documents and data, colleagues with special knowledge to be consulted and background knowledge of company policy and practice. In real life, clearly, an enormous amount of information from all kinds of sources would be taken into account in reaching a decision. So, find out if members of your class have specialist knowledge to contribute. If, for example, a knowledgeable member of the class says 'I think we need to know whether the firm's cashflow is healthy before we can reach a decision' or 'I need to know what the warehouse capacity is and whether the goods will deteriorate during storage', then be prepared to reach a consensus on this and perhaps make a ruling before resuming the activity. The alternative is for you to say 'You can assume this aspect of the scenario works in the same way as it would in your own company'.

Role play

Many of the activities in *International Business English* involve students taking on specified ROLES in pairs. These are shown in the Student's Book with this symbol: . These include fairly simple activities, such as acting out face-to-face visits in 2.11, as well as more

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elaborate tasks, such as explaining how to do something in 12.3. The roles are explained in the main text of the Student's Book or explained in the Files (see below). When students are asked to play a role this simulates the kind of situations in which they may find themselves in business life.

Some of the role plays involve TELEPHONE CONVERSATIONS. These are shown in the Student's Book with this symbol: . Students should be encouraged to sit back-to-back for such role plays, to simulate the essential fact that we aren't able to see the person we're talking to on the phone. During a role play, you should go round the class, listening in to what is going on and offering individual advice and vocabulary suggestions. Make a note of the errors you overhear so that you can draw everyone's attention to them in the feedback / follow-up session at the very end of the activity or section.

If you have a video camera and recorder available, many of these role plays can be recorded for playback, analysis and discussion later. This will enable students to 'see themselves as others see them', which may be very beneficial in the long run. If you are going to do this, keep a copy of one of the recordings you make at the beginning of the course – then you will be able to play it again later in the course to show your students how much progress they have made. An audio cassette recorder (with a good microphone) can be used in the same way.

Files

Many of the role play activities involve an 'information gap'. Here students are directed to separate sections at the back of the book, called 'FILES', where each person is given different information and can't see the other's information. Their purpose is then to find out what their partners know and to tell them what they know.

The Files are on pages 195 to 235 of the Student's Book. As you will see, they are jumbled up in random order, so that it is not possible to find your way through them easily and so students are unable to 'cheat' and look at each other's information.

In these information gap activities two or three students are each given different information, such as two halves of a price list or different role descriptions, and then have to bridge the gap in a conversation or phone call: the Files work in the same sort of way as role cards. An example of this is in section 6.1, where one member of each pair looks at File 17 while the other looks at File 42: by asking each other questions they build up a complete picture of the price list.

Some of the Files contain information that students do not need to see until they have completed a certain number of steps in an activity. An example of this is in section 8.1, where students are only given the information required for step 3 (in File 99) when they have completed step 2.

Some of the Files provide model answers to written tasks, which students are not supposed to look at until they have completed the task. An example of this is in section 2.10 where students see a model telex in File 108 after they have attempted the task themselves. Model answers to all the other tasks are given in the Teacher's Book and you may photocopy these if you think your students will find it helpful to see them.

The Teacher's Book contains a brief summary of each activity where the Files are involved and a description of what will happen. There is also an overview of all the Files on page 19 of the Teacher's Book.

Listening

Within the integrated activities, recorded information is given to provide input or stimulus for the discussion or role play, shown by



in the Student's Book text. This may be a message recorded on an answerphone, or an overheard telephone call or conversation. These are not 'listening comprehension exercises' with questions to answer, but essential components of the activity. An example of this is the telephone message in 8.1, where further information is supplied for the second step in the activity.

You may well need to play a recording to the class two or three times, while they take notes and concentrate on understanding the information given in the recording. In most cases, they will not need to understand every word that is spoken. If students listen to the recordings in pairs, rather than as individuals, they can help each other to understand. You may decide to introduce a few helpful questions to guide your students towards recognizing the relevant information and we have suggested such questions in the teaching notes.

In the recordings of *International Business English* you will hear a wide variety of speakers – both British and American accents are heard and some of the speakers are non-native speakers with foreign accents.

Most of the recordings are simulated authentic conversations. Some of these recordings were improvised, some are loosely scripted and others are more closely scripted – though all the features of real conversations, telephone calls or messages (hesitation, false starts, slightly unclear phraseology or pronunciation, etc) have been retained and not 'edited out'.

There are also some self-contained listening comprehension exercises in the Student's Book, with accompanying tasks. The procedure for these usually involves a pre-listening step to prepare students for the text and establish certain expectations about its content, followed by a main task, then followed by a post-listening step where students compare notes with a partner or discuss the topic in a larger group.

In the Workbook and on its accompanying cassettes, there are further listening tasks, some of which you may like to use in class.

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These introduce a different aspect of the theme of the unit and may be used as a lead-in for a discussion, for example.

Reading

Reading is integrated into the texts as an intrinsic part of the activity. For example, extracts from letters, telexes, news articles or information on record cards may provide necessary reading input for a speaking or writing activity. Alternatively, students may be expected to use check-lists or to arrange items in order of priority as preparation for a listening task or a pairwork activity involving the Files. These are not 'reading comprehension texts' with questions to answer but sources of information that will help students to cope with the task they are involved in. An example of this is in section 6.4 where the advertisement provides essential information for the steps that follow.

Clearly, in such activities, a skill like reading does not play an isolated role. Nor is this the case in most business situations: participants in a business situation switch from the spoken medium to the written medium and vice versa with little or no conscious focusing on the medium they are using. It is communication purpose that affects which skill is being used. Hence it is a tenet of this course that the practising of such skills needs to be as organic as the classroom situation allows.

At the same time, *International Business English* also contains a number of individual reading exercises. Here different aspects of the reading skill are focused on: reading for gist, extracting specific information and reading to find particular details.

At the same time, we have included a number of longer reading texts, involving aspects of the business world, which are of interest in themselves and relevant to the topics dealt with in the unit. An example of this is in section 12.9. These texts are accompanied by tasks, which are fully explained in the Teacher's Book. There are three basic types of tasks in these exercises:

- Reading for gist: to get the basic information from the text
- Scanning: looking through the text to find specific information as quickly as possible
- Reading for detail: understanding more detailed information in the text.

In some units reading tasks are integrated into discussion activities (see also below). Here the reading of the text – it may be an advertisement or a longer passage – provides input for a subsequent discussion.

Writing

The integrated activities contain all kinds of writing tasks, including making notes and drafting memos, letters, telexes, faxes and short reports. Students are usually asked to 'draft a letter or telex...' rather

than 'write' one, since a first draft may be the most that students can realistically achieve in class. However, for homework, students can be asked to produce a revised final draft – perhaps word-processed or typed. The writing that they will do within an activity is communicative and an integral part of the activity: what they have written is usually 'delivered' to another pair who have to reply or react to it.

Students are often expected to do their written drafts in pairs, so that they can help each other, and the completed draft can be shown to another pair for their comments. The purpose of this is to encourage co-operation within the class and to give students a chance to benefit from each other's ideas and experience. Usually such written drafts would then be collected and marked by you. Alternatively, students may be asked to prepare revised drafts for homework, and these are what you would collect and mark.

Depending on your students' line of business, the use of telexes may be 'on its way out' and faxes or electronic mail may be a more usual way of communicating rapidly in writing, when an exchange of letters would take too long. We have made no assumptions about this and usually we have left it to students to decide whether they will draft a letter, fax or telex when a written communication is required in an activity. This decision will presumably be based on their real life needs, but students who are taking an examination may need to be encouraged to write letters more often than telexes, as telexes tend to be shorter and obey fewer rules of style and layout. Moreover, with telexes the tolerance of error is much higher – business people are often quite surprised if they get a telex from another country with no mistakes in it!

Over the past twenty years or so, business letter-writing in English has undergone something of a transformation: the traditional Dickensian style of business letters, using a multitude of formulae and clichés ('We are in receipt of your esteemed favour of the 14th inst. . .'), has been replaced by a much more straightforward style of writing. Moreover, many firms have come to realize that even a telex or fax message is a personal as well as a corporate piece of communication: a brief personal greeting often helps to maintain a relationship between two people in different parts of the world – and the closer the relationship, the more likely it is that the customer will remain loyal or that the supplier will do his or her best to satisfy the customer.

In some activities, there is a letter or telex to read or reply to, which itself becomes the *model* for a letter or telex that the students will have to write later in the same activity, an example of this is in section 7.4, where the students read a 'first reminder' letter from a supplier on page 77 for the information it contains and later use it as a model for their own letter to their own customer.

Model versions of the letter, memo or telex-writing tasks are given in the Teacher's Book. You may photocopy some of these to give your

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students further ideas. If there is an overhead projector in your classroom, you could photocopy these model versions onto OHP transparencies (most modern photocopying machines can do this impressively well) and project them for the whole class to see.

In some cases, where it is essential for students to see a model version, this is hidden among the Files, so that students do not get to see the model until after they have completed the task.

Discussion and follow-up

At the end of every section, you should allow enough time to discuss with the class how they got on in the activities and give them time to raise any problems or queries they may have. This is a significant activity in its own right and can contribute much to the learning process. It may sometimes be better to skip the final step of an activity so as to allow time for this before the lesson ends.

Where an integrated activity contains a large number of steps or raises any controversial issues, there are detailed notes in the Teacher's Book for a FOLLOW-UP DISCUSSION. This will involve giving feedback to the class on their performance in the activity and allow them to step outside their roles and consider the value of the tasks and how their own business situations are different to (and usually more complex than) the simplified or idealised scenario they have enacted. A real-life setting involves very detailed knowledge of the product and situation one is in, whereas the scenarios we have used are more general, so that they are more easy to understand and deal with. Like case studies in a training course, the issues that are raised must be localized to students' own circumstances.

Towards the end of some units there are special discussion sections. Many of these discussions are provoked or led-into by short recorded texts or interviews, shown by  in the Student's Book, or by short reading passages. The discussions are in several steps, with different aspects of a topic being covered. The discussions are designed to work best in small groups – though if your whole class is small, a whole-class discussion may be best. An example of this is 8.7, where the value of good customer relations is discussed.

Students should be encouraged to reflect on the issues and activities they have been dealing with. One reason why this is particularly important is that the language required in a discussion to express opinions, evaluate ideas, agree and disagree and so on is fundamental to much business interaction, as well as contributing to one's broader educational development. You will find that discussion naturally arises after many of the activities throughout this course, such as reading a text, and particularly after students have taken part in an integrated activity.

Discussion about business topics is a regular feature of *International*

Business English. Participation in a language class gives everyone a valuable opportunity to exchange ideas with other people who may be in similar or in very different situations and this will perhaps encourage them to re-examine their own ideas and prejudices. Discussion, particularly in small groups, also gives everyone a chance to use and consolidate the vocabulary that they have encountered in the unit.

At the end of each section of *International Business English* students should be given a chance to raise any queries or doubts they have. Sometimes it may be a good idea to ask them to explain how they benefited from doing a particular section. This may seem like asking for trouble (in some classes you might really be opening a can of worms by asking this kind of question!) but it is very reassuring to students to find out that the other people in the class have had similar difficulties and that others have found the activity useful.

You should also provide the students with feedback, pointing out errors you have noted down and congratulating them on the activities they have performed well.

In some sections we have suggested extra discussion ideas in the Teacher's Book, in the form of further questions you can present to the class.

Grammar

Each unit contains a grammar section, covering the main 'problem areas' of English grammar:


1.2	Asking questions	page	4
2.5	Joining sentences		14
3.5	Present tenses		27
4.5	Using the passive		35
5.5	Referring to the past		50
6.6	Looking into the future		66
7.1	Reported speech		70
8.4	Conditionals		93
9.5	Infinitives and gerunds		108
10.3	Comparison		122
11.5	Place and direction		142
12.4	Modal verbs		150
13.5	Relative clauses		169
14.6	Order of adverbs		185

The aim of these sections is not to provide a fully exhaustive treatment of English grammar: this would go far beyond the scope of *International Business English*.

Further problems that arise should be dealt with by correction and giving your class a brief summary of the 'rules'. If your students are particularly weak in grammar, we recommend that they do the

Introduction

exercises and activities in selected units from *Use of English* by Leo Jones (CUP). For reference, we recommend that students refer to *Basic English Usage* or the more advanced *Practical English Usage* by Michael Swan (OUP).

The grammar sections consist of several steps, the first of which is PRESENTATION. In this step some of the rules and problems are introduced, together with recorded examples on the cassette, shown by  in the Student's Book. If possible, students should study this step before the lesson, to save more time in class for more active work.

The following steps consist of EXERCISES AND ACTIVITIES. First, students use the particular structures or grammatical forms to fill gaps in sentences or write endings to incomplete sentences. Then they have a chance to use the structures in a freer discussion activity. Most of these activities are best done by students in pairs or groups.

In the Teacher's Book we also suggest an EXTRA ACTIVITY that students can do if further work is required.

The Workbook contains follow-up exercises on all the grammar topics covered in the Student's Book. If your class are having a lot of difficulty with a grammar section, you could supplement their work by using one of the exercises from the Workbook in class.

In the Workbook there are also exercises on prepositions and phrasal verbs – a topic we feel is best dealt with by students working alone, though you may choose to do selected exercises from the Workbook in class.

Functions

Ten units contain a section dealing with functions. The following groups of functions are covered:

1.4	Meeting and greeting people	page 6
3.2	Getting people to do things	24
5.2	Agreeing and disagreeing	43
6.1	Getting and giving information	55
8.2	Complaining and apologizing	88
9.3	Narrating	103
10.10	Possibility, probability and certainty	134
11.1	Discussion techniques	137
12.3	Explaining, giving instructions	149
14.1	Asking for and giving advice	177

One major emphasis of these sections of *International Business English* is to make students aware of the need to select appropriate forms to fit in with the demands of the situations encountered. This may often mean choosing an exponent (and commensurate tone of voice) which matches up with the type of person one is dealing with – whether they